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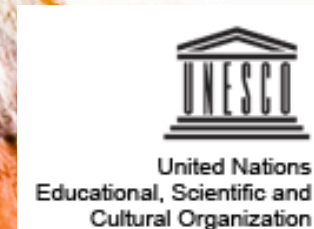
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From local to global: open and sustainable ways to sharing our teaching resources

**Dr Jane Secker and
Nancy Graham**





Introductions

From sharing to truly open



Questions to consider

<https://www.flickr.com/photos/opensourceway/6555466069>


- What might be the barriers to sharing?
- How can we share IL resources: locally or globally?
- How might a community of practice assist?



Some definitions

Open Educational Resources are teaching, learning or research materials that are in the public domain or released with an intellectual property license that allows for free use, adaptation, and distribution. *UNESCO 2012*

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. *Etienne Wenger*

A close-up photograph of two young children. The child on the left, wearing a dark blue sweater, has their hand open, palm up. The child on the right, wearing a red sweater with a blue patterned cuff, is holding a small, round, yellow object (possibly a candy or a small toy) between their fingers, offering it to the first child. They are standing in front of a green chain-link fence. The background is slightly blurred, showing some greenery.

How are you sharing your teaching materials currently?

Which sites do you use?

Are they open? Are they OERs?

What type of resources?

Who are you sharing with?



Project CoPILOT 2012:

to promote internationally the sharing
of over 50 UK OERs on digital and
information literacy



United Nations
Educational, Scientific and
Cultural Organization

LSE

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[Communities](#) » Information Literacy



Information Literacy
Open community

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Information Literacy

Information Literacy is "the adoption of appropriate information behaviour to identify, through whatever channel or medium, information well fitted to information needs, leading to wise and ethical use of information in society." (Webber and...

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Owner: [Kasinskaite Irmgarda](#) | Administrators: [Dr Jane Secker](#), [Nancy Graham](#), [Kasinskaite Irmgarda](#)
[Open community](#)

Announcements



Teaching library and information literacy eCourses to college students


[Forest Horton](#) 231 days ago



Questionnaire for librarians on use of online resources

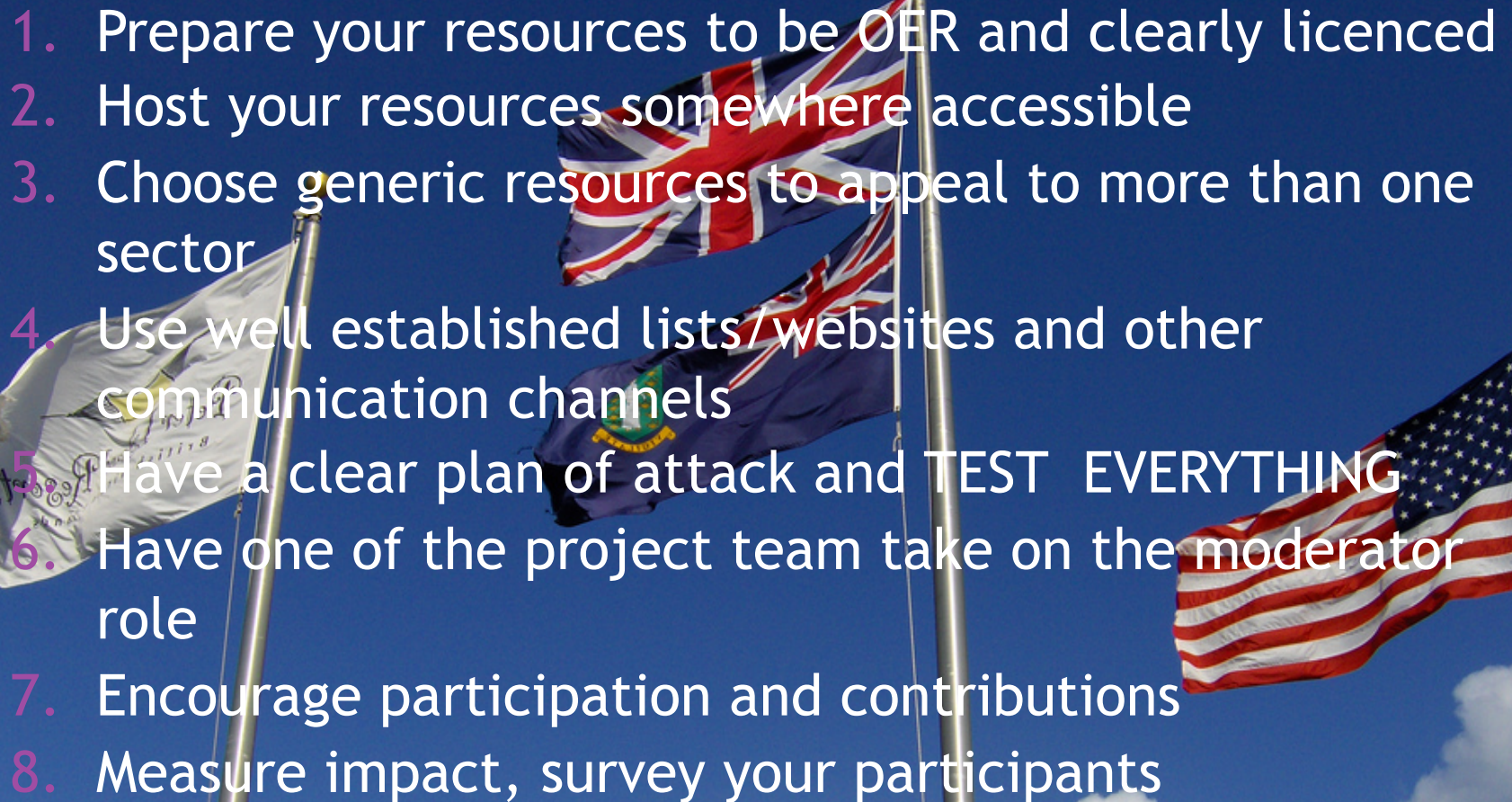
[Nancy Graham](#) 253 days ago

[Access to online world wide multi lingual resources database](#)

- 
- A photograph of four biplanes flying in a formation against a clear blue sky. The biplanes are arranged in a staggered pattern, with one in the foreground and three behind it. They are all flying towards the right. The biplanes have a mix of colors, including orange, red, and white.
- 35 members from 14 countries worldwide
 - 19 links posted to English, Spanish, German and French IL resources
 - 53 discussion posts on 8 different topics
 - Report, case study and post-project survey
 - Strategy for sharing IL OERS produced

<https://www.flickr.com/photos/smjb/6961415585>


Project CoPILOT: outcomes

- 
1. Prepare your resources to be OER and clearly licenced
 2. Host your resources somewhere accessible
 3. Choose generic resources to appeal to more than one sector
 4. Use well established lists/websites and other communication channels
 5. Have a clear plan of attack and TEST EVERYTHING
 6. Have one of the project team take on the moderator role
 7. Encourage participation and contributions
 8. Measure impact, survey your participants

- Read [our strategy](#)

<https://www.flickr.com/photos/joeshlabotnik/2045440508>


The OER international strategy

- 
- A grayscale photograph of a desk. In the foreground, an open notebook with a grid pattern is visible. A black pen lies diagonally across the right page of the notebook. The notebook's pages contain faint, handwritten notes. The background is blurred, showing what appears to be a computer mouse and other desk items.
- Survey run in late 2013 by Dr Beck Pitt from the OER Research Hub
 - Backed up findings from an earlier survey by Secker and Graham
 - Over 300 librarian respondents
 - Headline statistics...

<http://oerresearchhub.org/2014/02/07/survey-results-librarians-and-oer-part-i/>

<https://www.flickr.com/photos/neilconway/5625707813>

Librarians and OERs: research findings

- 
- Knowing where to find resources
 - Finding resources of sufficiently high quality
 - Finding suitable resources in my subject area

Other considerations:

- Not having enough time to look
- Technology problems
- Finding up to date resources

<https://www.flickr.com/photos/84388958@N03/7729300102>

Top three challenges for using OER

Top three reasons for librarians selecting OERs

- The resource being created or uploaded by a reputable/trusted institution or person
- The resource being relevant to interests or needs
- The resource having a Creative Commons license

Other considerations:

- Evidence of popularity
- Currency
- Having previously used similar resource successfully
- Lots of detail of how to use the resource, learning objectives etc.
- Easy to download

Top three purposes for using OER by librarians

- To help find available content for learning, teaching or training
- To get new ideas and inspiration
- To enhance respondent's professional development

Other considerations:

- To stay up to date in a topic area
- Broaden resources available to my users/supplement existing resources
- To broaden my teaching methods

- 
- Growing interest following [Jisc](#) funding for OER projects in UK universities (2009-2011)
 - Several projects involved librarians advising on copyright, establishing repositories
 - Co-PILOT Group funded by CILIP Information Literacy Group since 2010
 - Aims to support librarians share their own teaching materials and understand OERs
 - Run training, mailing list, website
 - Aims to develop a community of practice

https://www.flickr.com/photos/aigle_dore/4334550052

Librarians and OERs in the UK

Case Study 1: University of Northampton

- [Skills Hub](#): information, digital, academic literacies
- Winner of Credo Online Information Literacy Award 2014
- Bite sized resources - many videos
- All OERs and licensed under CC-BY-NC-SA
- Aimed at their own staff to encourage them to embed IL into the curriculum (online and f2f)
- Can be used by others

[Home](#) / [Essential Tools](#) / [Academic Skills](#) / [Dissertations & Projects](#) / [1-2-1 Help](#) / [Employability](#)

Search ...

Winner of the 2014
CREDO Digital Award for
Information Literacy

academic journal

academic writing

articles bibliography

books citing

constructing an

argument critical

thinking dewey

Dissertation drop-in

sessions **e-books**

employability equipment

essay writing

evaluating information

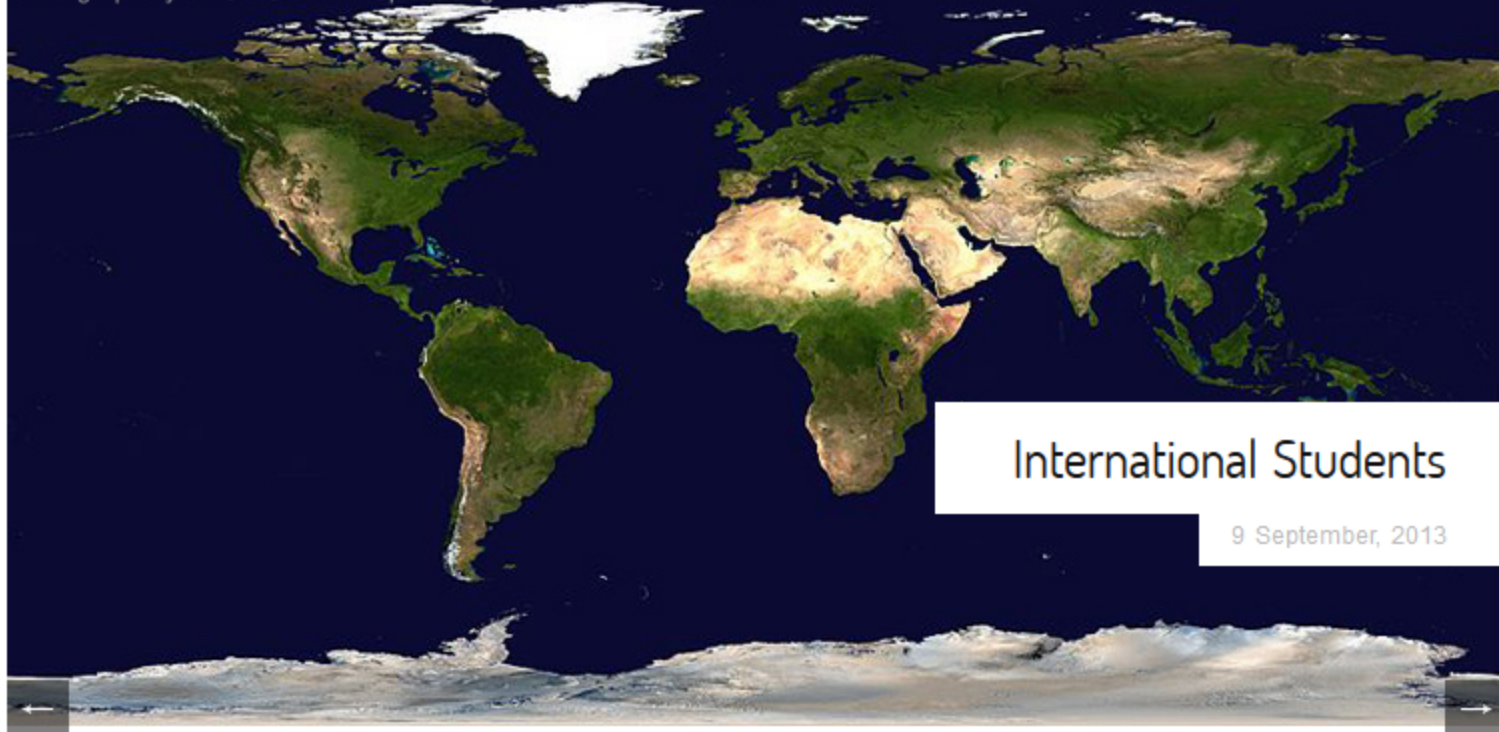
exam techniques final year

finding

information find my

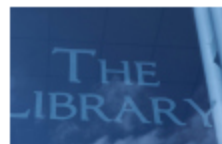
reference first year google

Photograph by NASA/Goddard Space Flight Center/Public Domain



International Students

9 September, 2013



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Case Study 2: University of Leeds

- [Skills @ Leeds](#) provides support for students in information, digital and academic literacies
- Range of resources: PDFs, online tutorials etc.
- Also resources aimed at Uni of Leeds staff to embed IL in teaching online
- Staff resources licenced under CC-BY-NC and student resources are CC-BY-NC ND
- Won Credo Online IL Award in 2013

Students

Skills@Library's resources are designed to help you develop your academic skills.

Use the links below to access information on each topic. We offer materials such as online tutorials and activities, checklists, and links to other related resources.

Please [let us know what you think](#) - your feedback helps us to review and improve our resources.



Choose a topic

[Academic integrity](#)[Group work](#)[Plagiarism](#)[Critical thinking](#)[Improve your maths](#)[Presentation skills](#)[Dissertations and final year projects](#)[Learning in a digital age](#)[Reading skills](#)[EndNote support](#)[Note taking](#)[Referencing](#)[Examinations](#)[Paraphrasing and summarising](#)[Writing skills](#)[Finding and evaluating information](#)[About Skills@Library](#) ▶[Students](#) ▶[Lecturers](#) ▶[Personal tutors](#) ▶[Workshops](#) ▶[Online tutorials](#) ▶[Opening hours](#) ▶

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Further information

Workshops



1-to-1 support



Online tutorials



Group work rooms



You are here: Home

search all

search term

order by

Clear Search View Report Share Help

10 results per page

Information and Digital Literacy Skills

Page 1 of 11, showing results 1 – 10 of 108



Never a wasted word: writing your essay

Articulate Storyline source file for the online resource found at: <http://libassets.manchester.ac.uk/mle/writing-essay/> "You've already done most of the hard work by preparing your ideas and structuring your plan; now it's time to get started writing your essay. This resource explores the purpose and process of writing an essay, highlighting how you can ensure that your themes run throughout your work, and that every section of your essay supports your argument to help your reader to understand your ideas."

Published by University of Manchester, University of Manchester Library

What's the big idea? Developing and organising your argument

Articulate Storyline source file for the online resource found at: <http://libassets.manchester.ac.uk/mle/developing-argument/> "You can't start on an assignment before you know what you want to say and how you want to say it! This resource outlines a five-step technique you can use to help you to identify what your main arguments are, and to organise your ideas into a coherent structure."

Published by University of Manchester, University of Manchester Library

+ Community

Information and Digital Literacy Skills (108)

Further Education (1)

+ Institution / Publisher

+ Author

+ Keywords

+ File Format

+ Licence

+ HE Subject (JACS)

+ FE Subject (LearnDirect)

+ Resource Type

Let's explore some more UK resources

Group activity



- Working in a group, read and discuss your scenario and search Jorum to see what resources you find.
- How might you use these materials?
- How would you evaluate the resources?
- Any issues or comments?

<http://jorum.ac.uk>



Other OER repositories

- 
- A photograph of four women sitting around a table, smiling and eating. The woman on the far left is wearing glasses and a headband. The woman next to her is looking down at her food. The woman on the far right is laughing. They are all holding spoons and eating from a plate. The background is blurred, showing a warm, indoor setting.
- How can librarians best share their teaching materials?
 - What role if there for a ‘community of practice’ and online communities?
 - How do we join up the emerging communities to include librarians from around the world in discussions and sharing of resources?

Final discussion

<https://www.flickr.com/photos/criminalintent/3834911120>

UK Community of Practice for Information Literacy Online Teaching (CoPILOT)



Current Chair: Ella Mitchell

Find out more!

- Mailing list IL-OERS@jiscmail.ac.uk
- Twitter: @CoPILOT2013
- Website: <http://www.cilip.org.uk/information-literacy-group/about/copilot>





Thanks for your participation!

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COPILLOT Committee

<http://www.cilip.org.uk/information-literacy-group/about/copilot>

Part of the CILIP IL Group

<http://www.cilip.org.uk/information-literacy-group/>

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<http://www.cilip.org.uk/about/special-interest-groups/information-literacy-group>

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<http://delilaopen.wordpress.com/project-co-pilot/>

Pitt, Beck (2014) Survey Results: Librarians and OER (Part I) Available at:
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Russell, P. et al. 2013. Creating, sharing and reusing learning objects to enhance information literacy. *Journal of Information Literacy*, 7(2), pp. 60-79. <http://dx.doi.org/10.11645/7.2.1744>

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Wenger, E. (1998) *Communities of practice: learning, meaning, and identity*. Cambridge University Press: Cambridge.

<https://www.flickr.com/photos/neilconway/5625707813>

Further Reading